

OSE Monitoring Data Collection Form

How to Complete the DCF

1. Complete one entry for each OSE or LEA selected student record.
2. All sections of the DCF must be completed. Do not leave blank spaces on the DCF. Each indicator of the DCF must contain:
 - a. C if the indicator is compliant for that student record.
 - b. NC if the indicator is noncompliant for that student records.
 - c. NA if the indicator does not apply for that student record.
3. Compile the required documentation for each DCF Priority Area for submission to the OSE.

How to Submit the Record to OSE

1. Each DCF Priority Area must include the provided cover sheet. The cover sheet is the first page of each DCF Priority Area.
 - a. Save your file for each **DCF Priority Area** as follows:
 - i. District Name_DCF_Monitoring Priority Area.pdf
 1. example: ABCDistrict_DCF_1.pdf
2. Each set of student-specific records must include the provided cover sheet.
 - a. Save your file for each **student-specific record** as follows:
 - i. District Name_Student Intials_Student SID_Monitoring Priority Area.pdf
 1. example: ABCDistrct_SI_123456_1.pdf
3. Upload all documents to NJ Homeroom using the following instructions:
 - a. Go to <http://homeroom.state.nj.us>
 - b. Click on "IDEA Monitoring" in the far-left column.
 - c. Log on by using your district code, user ID, and password. If you do not have a user ID and password, contact your district Homeroom Administrator.

Student Cover Sheet

NOTE: LEAs must use this as the first page of each student record submitted as part of Tier One Desk Monitoring. Make copies as needed.

LEA Name:
Student SID:
Student Initials:
Student DOB:

Documentation that must be provided in this section.
Complete IEP IEP Meeting Documentation Reports of Progress Evidence of provision of related services, if applicable

Priority Area 1: Provision of Special Education and Related Services in the Least Restrictive Environment, IEP Development, and IEP Implementation

Guiding Regulations

- **Least Restrictive Environment** N.J.A.C. 6A:14-4.2(a); 20 USC 1412(a)(5); 34 CFR 300.116(d)
- **IEP Requirements** N.J.A.C. 6A:14-2.3(k)3-5; N.J.A.C. 6A:14-2.3(f) and 2.3(g)1-7; N.J.A.C. 6A:14-2.4(a)1; N.J.A.C. 6A:14- 3.7a(1); 20 U.S.C. §1414(b)(1)(c)(4)(A); 34 CFR §300.304(a)(4); and 34 CFR §300.305(a); 20 U.S.C. §1414(b)(1); and 34 CFR §300.304(a); and 34 CFR §300.321(a)34 CFR §300.503(c) and §300.504(d)
- **Meeting Participants** N.J.A.C. 6A:14-2.3(k)2(i-x)1; 20 U.S.C. §1414(d)(1)(B); and 34 CFR §300.321(a)
- **IEP Components** N.J.A.C. 6A:14-3.7(c)1-11, (e) 1-17, and (f); 20 U.S.C. §1414(d)(3)(A)(B); and 34 CFR §300.324(a)(1)(2)
- **LRE (IEP Requirements)** N.J.A.C. 6A:14-4.2(a)8(i); 20 USC 1412(a)(5); 34 CFR §300.116(d)
- **IEP Implementation** N.J.A.C. 6A:14-3.7 and 4.1

Priority Area 1: Provision of Special Education and Related Services in the Least Restrictive Environment, IEP Development, and IEP Implementation					
IEP Requirements	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
1. Notice of a meeting is provided early enough to ensure the parent, and where appropriate the student, has an opportunity to attend					
2. Written notice is provided within 15 days following the meeting.					
3. Annual reviews are conducted annually or more often if necessary.					
Meeting Participants					
4. Adult student or parent/guardian for students under 18					
5. General education teacher					
6. Special education teacher					
7. Case manager (may also function as district rep)					
8. Interpreters at meetings when required					
IEP Components					
9. The IEP contains a statement of how the student’s disability affects his/her involvement and progress in the general education curriculum.					

Priority Area 1: Provision of Special Education and Related Services in the Least Restrictive Environment, IEP Development, and IEP Implementation

IEP Requirements	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
IEP Components					
10. For preschool students the IEP contains a statement, as appropriate, of how the disability affects their participation in appropriate activities.					
11. The IEP contains a statement addressing the strengths of the student.					
12. The IEP contains documentation of the results of the initial or most recent evaluations.					
13. The IEP contains measurable annual goals and objectives.					
14. The IEP contains a statement of how progress towards annual goals will be measured.					
15. The IEP contains a statement of how parents will be informed of student progress towards annual goals.					
16. The IEP contains a statement of supports for school personnel.					
Placement in the Least Restrictive Environment					
17. The IEP shows that: a) consideration was given to whether the student can be educated satisfactorily in the general education classroom with supplementary aids and services, and b) an explanation of the rejection of any supplementary aids and services considered given.					
18. The IEP includes a comparison of the benefits provided in the general education class and the benefits provided in the special education class.					
19. The IEP includes potentially beneficial or harmful effects which a placement (general education) may have on the student with disabilities or the other students in the class.					

Priority Area 1: Provision of Special Education and Related Services in the Least Restrictive Environment, IEP Development, and IEP Implementation

	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
Placement in the Least Restrictive Environment					
20. For students in separate settings, the IEP sets forth activities to move the student to a less restrictive environment.					
21. The IEP documents the extent students with disabilities participate with non disabled peers in nonacademic and extracurricular activities, to the maximum extent appropriate.					
IEP Components Continued					
22. The IEP contains documentation addressing statewide assessment participation.					
23. The IEP contains the approved accommodations and modifications to be provided for statewide and district wide assessments.					
24. The IEP contains projected starting dates of related services, including frequency, location and duration of services.					
25. The IEP contains the projected starting dates of special education program.					
26. The IEP includes documentation demonstrating consideration of Extended School Year (ESY).					
27. When ESY will be provided, the IEP includes a description of the program.					
IEP Implementation					
28. Progress reports have been provided in accordance with IEP					
29. Related services required by the IEP have been provided, if applicable					

All sections of the DCF must be completed. Use of these three responses: C: Compliant, NC: Noncompliant; NA: Does not apply

Student Cover Sheet

NOTE: LEAs must use this as the first page of each student record submitted as part of Tier One Desk Monitoring. Make copies as needed.

LEA Name:
Student SID:
Student Initials:
Student DOB:

Documentation that must be provided in this section.

Initial Evaluation

- Referral
- Identification meeting documentation
- Parental consent to evaluate
- Eligibility meeting documentation
- All assessments conducted
- IEP meeting documentation
- Complete IEP
- Written notice
- Reports of Progress
- Evidence of provision of related services, if applicable

Reevaluation

- Previous determination of eligibility
- Reevaluation planning meeting documentation
- Eligibility meeting documentation
- Complete IEP
- Written notice
- Reports of progress
- Evidence of provision of related services, if applicable

Priority Area 2: Initial Evaluation and Reevaluation

Guiding Regulations

- **Initial Evaluations** N.J.A.C. 6A:14-2.3; N.J.A.C. 6A:14-3.3; 20 U.S.C. §1414(b)(1); and 34 CFR §300.304(a) 20 U.S.C. §1414(b)(1)(c)(4)(A); 34 CFR §300.304(a)(4); and 34 CFR §300.305(a)
- **IEP Implementation** N.J.A.C. 6A:14-3.7 and 4.1
- **Reevaluations** N.J.A.C. 6A:14-3.8(a) and 20 U.S.C. §1414(a)(2)(B)(ii) N.J.A.C. 6A:14-3.7(i); 20 U.S.C. §1414(d); and 34 CFR §300.324(b)(1) N.J.A.C.6A:14-2.3; [20 U.S.C. §1414(c); 34 CFR §300.300(c)(1) and (2)
- **IEP Implementation** N.J.A.C. 6A:14-3.7 and 4.1

Evaluation Processes Initial Evaluations			
Initial Evaluations	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
1. Notice of a meeting is provided early enough to ensure the parent, and where appropriate the student, has an opportunity to attend.			
2. The identification meeting is conducted within 20 days of receipt of referral.			
3. A vision and hearing screening is conducted.			
Identification Meeting Participants			
4. Adult student or parent/guardian for students under 18			
5. General education teacher			
6. Full child study team			
7. Speech-language specialist (preschool or language concerns)			
8. Interpreters at meetings, when required			
9. Written notice following identification meeting provided within 15 days			
10. Parental consent to evaluate obtained			
11. Multidisciplinary evaluations consists of a minimum of two assessments			
Functional Assessment Components			
12. A minimum of one structured observation by one evaluator in other than a testing session; (1) In the case of a student who is suspected of having a specific learning disability, one evaluator shall observe the student's academic performance in the general education classroom; (2) In the case of a preschool-age student, a child study team member in an environment appropriate for a child of that age;			
13. An interview with the student's parent.			
14. An interview with the teacher(s) referring the potentially disabled student.			

All sections of the DCF must be completed. Use of these three responses: C: Compliant, NC: Noncompliant; NA: Does not apply

Evaluation Processes Initial Evaluations			
Initial Evaluations	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
15. A review of the student's developmental/educational history, including records and interviews.			
16. A review of interventions documented by the classroom teacher(s) and others who work with the student.			
17. One or more informal measures, which may include, but not be limited to: surveys and inventories; analysis of work; trial teaching; self-report; criterion referenced tests; curriculum-based assessment; and informal rating scale.			
18. Written invitation to eligibility/IEP meeting			
Eligibility/IEP meeting participants	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
19. Parent			
20. General education teacher			
21. Special education teacher (if combination eligibility/IEP meeting)			
22. Case manager			
23. Interpreter, if necessary			
24. Written notice following eligibility/IEP meeting is provided within 15 days following the meeting.			
25. Established criteria is applied in determining eligibility and documented in the IEP.			
IEP Implementation			
26. The LEA maintains evidence demonstrating progress reports have been provided in accordance with IEP.			
27. The LEA maintains evidence demonstrating related services required by the IEP have been provided, if applicable.			

Evaluation Processes Reevaluations			
Reevaluations	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
28. School age students: Reevaluation is conducted within 3 years of previous date of eligibility.			
29. Preschool students: Reevaluation is conducted by June 30 of students' last year in preschool.			
30. Documentation of parental consent if reevaluation is waived is maintained in the student record.			
31. Notice of reevaluation planning meeting is provided early enough to ensure parent has the opportunity to attend.			
Reevaluation Participants at Reevaluation Planning meeting			
32. Case manager			
33. Parent			
34. General education teacher			
35. Special education teacher			
36. Interpreters at meeting, when required			
37. Written notice is provided following reevaluation planning meeting			
38. Parental consent obtained to conduct assessments			
39. Written invitation to eligibility/IEP meeting provided early enough to ensure parental participation			
Eligibility/IEP meeting participants			
40. Case manager			
41. Parent			
42. General education teacher			
43. Special education teacher (if combination eligibility/IEP meeting)			
44. Interpreters at meeting, when required			
45. Written notice of the eligibility/IEP meeting is provided within 15 days following the meeting.			
IEP Implementation			
46. The LEA maintains evidence demonstrating progress reports have been provided in accordance with IEP.			
47. The LEA maintains evidence demonstrating related services required by the IEP have been provided, if applicable.			

All sections of the DCF must be completed. Use of these three responses: C: Compliant, NC: Noncompliant; NA: Does not apply

Student Cover Sheet

NOTE: LEAs must use this as the first page of each student record submitted as part of Tier One Desk Monitoring. Make copies as needed.

LEA Name:
Student SID:
Student Initials:
Student DOB:

Documentation that must be provided in this section.

Student invitation to meeting.
Transition assessments administered to student(s).
Complete IEP.

Priority Area 3: Age 16 Transition

Guiding Regulations

- **Age 16 Transition Requirements** N.J.A.C. 6A:14-3.7; 20 U.S.C. §1414(b)(1)(c)(4)(A); 34 CFR §300.43; and 34 CFR §300.22; 20 U.S.C. §1414(b)(1); and 34 CFR §300.320(b)

Age 16 Transition				
Age 16 Transition Requirements	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
1. Are there at least two appropriate postsecondary measurable goals that cover education, training, employment, and, as needed, independent living?				
2. Are the postsecondary goals updated annually?				
3. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?				
5. Do the transition services include courses of study that will reasonably enable the student to meet their postsecondary goals?				
6. Are there annual IEP goals related to the student's transition services needs?				
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?				
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority?				

All sections of the DCF must be completed. Use of these three responses: C: Compliant, NC: Noncompliant; NA: Does not apply

Student Cover Sheet

NOTE: LEAs must use this as the first page of each student record submitted as part of Tier One Desk Monitoring. Make copies as needed.

LEA Name:
Student SID:
Student Initials:
Student DOB:

Documentation that must be provided in this section.

Notification of suspension to parent and case manager

Manifestation Determination documentation

Complete IEP

Evidence of IEP implementation

Behavioral Intervention Plan

Functional Behavior Assessment

Priority Area 4: Discipline

Guiding Regulations

Discipline N.J.A.C. 6A:14-2.8; 34 C.F.R. §300.530; 34 C.F.R. §300.531; 34 C.F.R. §300.304(b)(1); 34 C.F.R. §300.324(a)(3)(i) ; 34 C.F.R. §300.501(c)(3)

Discipline			
Discipline	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
1. The LEA uses a variety of assessment tools and strategies to gather relevant functional developmental and academic information about the child, including information provided by the parent.			
2. School personnel consider unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct.			
3. School personnel apply relevant disciplinary procedures to students with disabilities in the same manner and duration as would be applied to students without disabilities when the district changes a student’s placement for disciplinary reasons exceeding 10 consecutive school days and determined that the violation was not a manifestation of the student’s disability.			
4. Students with disabilities who are removed from their current placement are provided services in another setting in order to continue to participate in the general education curriculum and to progress toward meeting IEP goals.			
5. During suspensions of more than 10 school days in a school year, regardless of the manifestation determination, students with disabilities receive services to enable them to participate in the general curriculum and to progress toward IEP goals.			
6. Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the IEP team meet to review all relevant information in the student’s file, including the student’s IEP, any teacher observations, and any relevant information provided by the parents.			
7. In making the manifestation determination, the IEP team reviews all relevant information in the student’s file to determine if the conduct in question was caused by or had a direct and substantial relationship to the child’s disability.			

Desk Monitoring Data Collection Form (DCF)

LEA Name:

Discipline	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
8. In making the manifestation determination, the IEP team reviews all relevant information in the student's file to determine if the conduct in question was the direct result of the LEA's failure to implement the IEP.			
9. The district takes steps to remedy any deficiencies in the student's IEP or placement as identified by the manifestation team.			
10. The student is returned to the placement from which the student was removed if a determination is made that the conduct was a manifestation of the student's disability, unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan.			
11. An interim alternative educational setting is determined by the IEP team when there is a change of placement			
12. In the case of a child whose behavior impedes the child's learning or that of others, the IEP Team considers the use of positive behavioral interventions and supports and other strategies to address that behavior.			
13. At least one general education teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies for the student.			
14. As appropriate, a functional behavioral assessment and behavioral intervention services and modifications are designed to address the behavior violation so that it does not recur for a child with a disability who is removed from the child's current placement.			
15. Functional behavioral assessments are based on multiple sources of data, including but not limited to, information obtained from direct observation of the student, information from the student, the student's teacher(s) and/or related service provider(s), a review of available data and information from the student's record and other sources including any relevant information provided by the student's parent.			
16. When a student has been removed for more than 10 days and the student's conduct is a manifestation of the student's disability, the IEP Team conducts a functional behavioral assessment and implements a behavioral intervention plan.			
17. If the student already has a behavioral intervention plan, the IEP Team meets to review the plan and its implementation and modifies the plan and its implementation, as necessary, to address the behavior that resulted in the disciplinary change of placement.			

All sections of the DCF must be completed. Use of these three responses: C: Compliant, NC: Noncompliant; NA: Does not apply

Desk Monitoring Data Collection Form (DCF)

LEA Name:

Discipline	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
18. If neither parent can participate in a meeting in which a decision is to be made regarding the educational placement of the child, the district uses other methods to ensure parent participation, including individual or conference calls or video conferencing			
19. If a placement decision is made by a group without the involvement of a parent, the district maintains a record of the attempts to ensure their involvement.			
20. The district provides services during periods of removal to a student with a disability who has been removed from his or her current placement.			
21. The district notifies the parent on the date in which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct and provides the parents with the procedural safeguards notice.			
22. At the time of removal, written notification, including a description of the reasons for suspension, was sent to the case manager.			
23. At the time of removal, written notification, including a description of the reasons for suspension, was sent to the parent.			

All sections of the DCF must be completed. Use of these three responses: C: Compliant, NC: Noncompliant; NA: Does not apply

DCF Priority Area Cover Sheet

Monitoring Priority Area 5: Restraint and Seclusion

LEA Name:

SIDs or Student Initials and DOB for Records Reviewed in this Section

Student Cover Sheet

NOTE: LEAs must use this as the first page of each student record submitted as part of Tier One Desk Monitoring. Make copies as needed.

LEA Name:
Student SID:
Student Initials:
Student DOB:

Documentation that must be provided in this section.

LEA policies and procedures for restraint and seclusion practices.

Restraint and Seclusion- Student Documentation				
Area of Focus	Required Documentation	Student ID or Initials and DOB	Student ID or Initials and DOB	Student ID or Initials and DOB
1. Parents were notified of any restraint of a student with a disability	Provide a copy of parental notification for the SIDs listed in the OSE letter with restraint and seclusion next to them			
2. The student with a disability was continuously monitored when restrained and/or secluded	Provide documentation of continuous monitoring during restraint and/or seclusion			
3. Data collected for each incident of restraint	Provide a copy of data collected for the SIDs listed in the OSE letter with restraint and seclusion next to them			
4. Positive behavioral supports are utilized prior to the restraint and/or seclusion	Provide documentation of positive behavioral supports for SIDs listed in the letter with restraint and seclusion next to them			

Restraint and Seclusion- District Documentation		
Area of Focus	Required Documentation	Submitted
5. Staff training has been conducted regarding restraint and seclusion	Provide evidence of training, including agenda and sign-in sheets, to NJDOE Homeroom	
6. For prone restraint for any student with a disability, a medical note authorizing use is in the file	Provide copy of medical note for any student with a disability in the district allowing use of prone restraint, if applicable	
7. The district has a tracking mechanism in place for all restraint and/or seclusion incidents	Provide a copy of the tracking mechanism used for restraint and/or seclusion of students with disabilities	
8. Restraint Policy	Provide a copy of the Board approved policy for use of physical and/or mechanical restraint on students with disabilities	
9. Seclusion Policy	Provide a copy of the Board approved policy for use of seclusion on students with disabilities	

Note: The required district documentation is to be uploaded with DCF Priority Area Cover Sheet.